



BTEC Level 3 National Extended Certificate (360 GLH) in Music Performance: timetabling and sample two-year delivery plan

Audience

This document is aimed at supporting tutors and those delivering BTEC National (2018) qualifications from September 2018.

Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Extended Certificate in Music (NQF) could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.

Key sections

The document focuses on key dates to plan around and an example of how an extended certificate can be structured, set out in the three sections below.

Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery alongside dates and links to further information.

Section 2: Sample two-year plan – delivery chart

A chart setting out the key deliverables against chosen units for Years 1 and 2.

Section 3: Sample two-year plan – detailed rationale

An in-depth rationale and explanation as to how the suggested plan was structured.

Further support can be found within the relevant specification on our website (<https://qualifications.pearson.com/en/qualifications/btec-nationals/music-2018.html#tab-0>).



Below is an overview of how wider support also links to this document.

Support	Purpose
Delivery guides	A companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). They contain ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of these guides is to show how the specification content might work in practice and to inspire you to start thinking about different ways of delivering your course.
Authorised Assignment Briefs	Give scenarios and teaching plans for each unit, to be used either as they are set out or to inform your own planning.
Schemes of Work	Demonstrate how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.
Sample Assessment Materials	Examples of how an externally assessed units may be presented, with an accompanying mark scheme. These Sample Assessment Materials have been developed to support this qualification and will be used as the benchmark to develop the assessment learners will take. These cover both examinations and tasks.



Section 1: Guide to key dates

This section sets out the key activities and requirements for course delivery alongside dates and links to further information.

Date	Action	Description	Resource/reference
August to October	OSCA (Online Support for Centre Assessors)	Centres need to register a Lead Internal Verifier (LIV) for each principal BTEC Subject Area. The LIV must download the OSCA materials and use them to standardise the assessment and delivery team for the programme.	Edexcel Online. Your Exams Officer can provide a Login.
August/September	Assessment plan(s)	An assessment plan(s) must be in place to demonstrate that sufficient time is available to deliver and assess all the required units in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plans are available here .
August/September	Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and that the equipment, resources and staff expertise will be available.	Authorised assignment briefs are available here .
September	Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. Plagiarism, referencing, instrumental practice, time management skills, the importance of meeting deadlines and centre policies should be covered.	
October	Register your learners	Learner registrations need to be made by 31 October. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online



October	External	External Assessment Entries for January series (first January assessment Jan 2020)	Edexcel Online
December to February	Allocation of Standards Verifier	The Standards Verifier should cover QCF and NQF programmes. They will need to see the assessment plan(s) and will agree a sampling schedule with the centre. They are available to give support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
December /January	External assessment entries	Unit 3 External assessment entries Note: First assessment available Summer 2019	Edexcel Online
January	Unit 3 song list	The song list for Unit 3 is released to allow centres to prepare resources for this externally assessed unit.	BTEC website. Exams Officer.
February	External assessment entries	Unit 2 External assessment entries (for summer series) Note: First assessment available Summer 2019	Edexcel Online
May/June	Unit 3 Unit 2	Unit 3 external assessment Unit 2 external assessment	ICEA document is available here .
May	Internally assessed unit completed	The internally assessed unit(s) needs to have been sampled and reported by 30th May.	A guide to Standards is available here .
30 June	Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete.	
tbc	Certification claims made	The final date for certification claims to be made via Edexcel Online is available on the Pearson website each year.	



Section 2: Sample two-year plan

This plan is intended to be used as guidance.

Key

R = Revision for external assessment
 EXT = External assessment
 SA = Summative assessment
 LA = learning aim

EXTENDED CERTIFICATE (360GLH) IN MUSIC SAMPLE TWO-YEAR DELIVERY PLAN	
<p>Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. This sample delivery plan shows how the BTEC National Extended Certificate in Music could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.</p> <p>This plan is intended to be used as guidance.</p>	<p>This qualification consists of three mandatory units and one optional unit from a choice of four. Two of the units are externally assessed with assessment taking place during May/June (first exam window May/June 2019) for both units and January for Unit 2 only (first January exam window in January 2020).</p> <p><i>Unit 3: Ensemble Music Performance</i> takes the form of learners choosing three songs from a prescribed list and performing them within an ensemble of three to eight performers, to be completed in controlled conditions over a total of 30 hours during a slot timetabled by Pearson. This unit is 120 GLH and is externally assessed. It is the synoptic unit for this qualification and should be delivered at the end of the course once learners have acquired all the skills and knowledge necessary to succeed. It is recommended that learners spend approximately 30 hours preparation time for the assessment tasks under monitored conditions.</p> <p><i>Unit 2: Professional Practice in the Music Industry</i> is externally assessed and takes the form of a two-part assessment – Part A (research), and Part B (written task) – to be taken over a three-hour and five-hour timetabled period by Pearson. It is important that learners are ready for this assessment, so teaching of skills required for this unit should start early in the programme. In this delivery plan learners are entered for this assessment at the end of Year 1 in order to balance the number of GLH and internal/external assessment over the duration of the course. Additionally it gives learners a retake opportunity in January of Year 2 if required. A two-week</p>



revision period has been incorporated into this delivery plan to help consolidate learning for external assessment.

Unit 1: Practical Music Theory and Harmony is a **mandatory** internally assessed unit, which should form the theoretical underpinning for the other units within the qualification. In this delivery plan it has therefore been placed at the start of the course to be delivered alongside Unit 2. Unit content for the synoptic *Unit 3: Ensemble Music Performance* can be co-delivered during this time.

Learners will then additionally complete **one** of the following four internally assessed units: *Unit 4: Composing Music*; *Unit 5: Music Performance Session Styles*; *Unit 6: Solo Performance*; and *Unit 7: Improvising Music*.

The optional unit used in this plan has been placed at the beginning of Year 2 in order to give learners a focused application of a skill on which they can then build in the final synoptic unit. This also allows for the delivery of some unit content for *Unit 3: Ensemble Music Performance* through linked project work in the delivery of the optional unit.

TEACHING

					Semester 1																	
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Practical Music Theory and Harmony	90	3	Internal															Task preparation	Task preparation	Dry run assessment	Dry run assessment



					Semester 4 (Year 2)																	
Unit	Unit title	Guided learning hours	Hours per week	Assessment method	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
3	Ensemble Music Performance	120	6	External	Release of list								Activities 1 and 2	Preparation	Preparation	Preparation	Preparation	External assessment	External assessment			



Section 3: Sample two-year plan – detailed rationale

Overview

This is a suggested plan for the **BTEC National Extended Certificate** in Music qualification with 360 GLH and consisting of **three mandatory units**.

There is no mandatory requirement for a work experience placement within the qualification. Access to local employers through site visits, guest speakers and/or case studies would help learners to understand the unit content in vocational settings.

Involving employers in the assessment/delivery

There are many opportunities to involve employers and professional musicians from the industry during assessment. Performances to live audiences create the perfect occasion to include employers as guests, talent scouts or invigilators. Promoting music and creating music products are reinforced by including music sector workers; they support product validation and generate interest and enthusiasm among learners' work ethos.

Which units are externally assessed?

There are two externally assessed units.

Unit 3 is a practical-based, externally assessed task to be completed in an assessment period determined by Pearson. The practical task is for learners to choose three songs from a list published by Pearson and work as an ensemble of between three and a maximum of eight performers. Learners respond to the choice of repertoire and develop a performance to an audience. There are five activities to the set task. These must be completed under formal supervision. The time allowed for this task is two hours for Activity 5, plus the time stipulated in Activities 1, 2, 3 and 4 for the video recordings.

The set task will be released in January before the May/June submission window. It is recommended that learners spend approximately 30 hours in preparation for the assessment activities under monitored supervision.

Unit 2 consists of an externally set task in two parts under supervised conditions. Part A is a research task over a one-week period set by Pearson. Part B is a supervised assessment activity of up to three hours over a two-day period, to carry out the written task. Learners need to be able to research efficiently and formulate evaluative content through synthesis.

First assessment is available in May/June 2019. Assessments will be available in the January **and** June windows from January 2020.



Suggestions for which units to teach in Year 1

The plan shows mandatory Unit 1 to be studied in conjunction with the external Unit 2 since each unit contains key concepts, practical techniques and essential practical music theory. These units should be delivered from the first week to ensure learners have time to complete the examined content while developing the required practical skills and teamwork professionalism necessary for the music industry and for study in Year 2.

The **optional unit** selected should meet the needs and interest of the learners while providing insight into specialism within subject areas.

It should be noted that **internally assessed tasks** should have been completed and be available for first sampling to meet the **30 May** deadline.

It is important that the teaching and learning covers all the unit content and that learners are fully prepared for the assessments with appropriate revision time being made available before the examinations.

Suggestions for which units to teach in Year 2

In Year 2, **Unit 3** is the synoptic, externally examined unit and includes the practical application of knowledge acquired in the other three units and should therefore come at the end of the course. The first opportunity to sit Unit 3 is May/June, first available in 2019. The optional unit has been placed directly preceding the synoptic unit, at the start of Year 2, to allow learners a period on which to focus on a particular skill such as composition or improvisation. Confident or large centres could allow different learners to follow different optional units if appropriate.

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, the importance of command words, how to work to meet deadlines, the consequences of not meeting deadlines, how to reference work, and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

Pearson has provided a set of *Skills for Learning and Work* activity sheets you may wish to use during induction.

NB: Internally assessed units can only be sampled when all learners have completed the unit and resubmissions have occurred and been assessed and internally verified. All units must be available for first sampling and reporting to have occurred by the **30 May** in the year of certification.

Delivery and assessment of Year 2 units can start at the end of Year 1. If this opportunity is to be utilised, centres must be aware that an assignment started in one academic year must be completed, including resubmissions, in that same academic year. This could be a good opportunity to deliver some of the Unit 3 content, especially if a January examination is being considered for Unit 2.